

gance, and while the nurses had such examples before them it was exceedingly difficult to make them careful.

Miss Nevins thought that, while Miss Giles was right in the main, there were notable exceptions.

Miss Maxwell thought the lack of economy in food and supplies was due mainly to the members of the house staff—the young men who really give the orders, but in most instances know nothing of the cost of the materials.

Miss Davis thought that both the hospital managers and the nurses were powerless when the members of the medical staff insisted upon a policy of extravagance. While there were notable instances here and there of nurses being at fault, it did not rest with the nurses whether the hospital was run extravagantly or not.

It was the consensus of opinion of a number of speakers that while nurses were undoubtedly wasteful in small ways the fault was largely one of extravagance in construction of buildings without due regard to convenience of administration, undue outlay in costly equipment, unreasonable demands for service, extravagance in the use of supplies of all kinds, all of these conditions being the result of the requirements of the medical staff.

[We regret that Miss Alline's paper, "Training-School Libraries, Scholarships, Loan Funds, and Tuition Fees," is not ready for publication, but it will appear in a later number.—Ed.]

THE INTRODUCTION OF SALARIED INSTRUCTION IN THE TRAINING-SCHOOLS

By ANNIE W. GOODRICH

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PHENOMENAL numerical increase would be a brief but comprehensive summary of the statistics concerning the schools of nursing issued by the Board of Education during the last twenty years. In 1882, 16 schools; in 1892, 45; in 1902 (the last report published), 545 (this includes 50 schools of nursing connected with insane hospitals), the total number of other schools being 472, and an increase over the preceding year of 100.

Convincing as these statistics are of the need of the public for such schools, it is due not only to the public but to ourselves, in whose hands these schools have been placed, to give statistical evidence of a greater progress than mere growth in numbers represents. The compilation of

such evidence was, we believe, the purpose of the schedules recently issued by the Committee on Education and with which we are all undoubtedly familiar.

Valuable as each one of these schedules is, we question whether any could be of greater importance than the one which treats of the administrative and teaching staff, for we cannot fail to recognize that only when we have placed our hands on these records have we reached the heart of the matter. Not less inaccurate than is usual with statistics, and full of omissions as these papers are, they have, nevertheless, left on our minds a very clear conception of past progress, of existing conditions, and of results to be desired. As I fear the questions on this particular schedule (No. V.) may have slipped your memory, may I beg briefly to enumerate them? They are as follows:

Title of chief administrative officer.

Staff of assistants in administration and instruction, and salaries.

Order of the introduction of paid instruction.

Especial preparation of instructors for their work.

Concerning gratuitous and non-gratuitous lectures, etc.

When we note that the title of "superintendent," or in some cases "principal," of the school has almost altogether superseded that of "directress" in the larger institutions, and in the smaller schools the superintendent of the school is also superintendent of the hospital, and that in two-thirds of these institutions the head of the school is responsible to a committee of the Governing Board or to the board directly, we cannot but feel it to be an indication of an increasing desire on the part of these boards to give their administrative officer the freedom and power of authority, and the support and interest that can only be awakened by a personal knowledge concerning the work. But the value of these items is slight compared to those which directly concern the instruction of the pupils, and which, accurate or inaccurate, are of too much importance to be altogether omitted.

Twenty hospitals having over one hundred beds report no assistants (for the sake of brevity we include under this term head nurses and resident instructors who are nurses), eighteen report one, and eighteen two. The largest number of assistants reported is twenty, one hospital only having that number. Of eighty-two hospitals having from fifty to one hundred beds thirty-four report no assistants and twenty-four one, the largest number being five, three hospitals reporting that number. Of forty-seven schools connected with hospitals having from twenty-five to fifty beds twenty report no assistants; nine, one; two, three, this latter being the highest number. Fifty-seven schools of the

first group report instructors in dietetics, all but four being salaried; and forty-one instructors in massage, all but five being salaried.

In seven schools the general instructors and lecturers are salaried. In schools of the second group, twenty-nine salaried instructors in dietetics, four non-salaried; three general instructors and lecturers salaried. In the last group, nine salaried instructors in dietetics, three in massage, and one in anatomy. In all but seven schools of the two hundred and forty-four the lectures are gratuitous.

Conversant as we are with the conditions and requirements of the modern hospital and school, the picture that confronts us is a very vivid and impressive one. In the small hospitals, with probably no resident staff, in some cases with one assistant, and more frequently none, every detail of arrangement, from the engaging of the servants to the admission of patients, and even the day and night responsibility of the very ill cases; in the larger institutions, with a corps of assistants not proportionately large, the arranging of classes and hours of recreation, the planning for the experience which is each pupil's due in a manner conducive to the smooth running of all departments, the keeping of the necessary records, and the heavy correspondence—days so full, whether in the large or small institutions, that they scarcely allow for the hour for instruction, rarely a moment for preparation. Yet scarcely a schedule fails to report lectures and class work. School after school has adopted the three-years' course, and in many preliminary instruction of some sort has been established. But is the class instruction that is dependent on one overworked woman, and lectures at such hours and on such subjects as very busy men can best arrange, likely to provide the theory that the pupils require to make their work intelligent?

Appreciative as we must be of the assistance so ungrudgingly given by those whose every spare moment should be spent in much needed recreation, and though we could mention innumerable doctors who have not only given lectures week after week and spent much time in their preparation, but have insisted on and carefully corrected written examinations that must have taken hours, yet we must maintain that the greatest need of our schools will not have been met until in some way *qualified instructors in every subject have been obtained*, and *qualified instruction demands a salary*. And what does such instruction mean?

It means at the head of all departments to give instruction in every detail of those departments, graduate nurses, who, having shown an ability to teach, have taken additional and necessary courses in teaching methods. It means instruction in anatomy, physiology, and other required subjects, either by young men fresh from the medical schools, or, better still, by nurses who have taken a degree in medicine. It means

instruction of the classes in medical and surgical conditions, in groups of eight or ten, at the bedsides of the patients, by selected men. It means classes at such hours and in such numbers as will not interfere with the hospital routine; and, above all, it means earnest, interested pupils, with minds fresh and alert to absorb the theory and adapt it to the practical work, conditions of mind not likely to be found if, as has been and is still generally the case (for this is what gratuitous lectures mean), the theory be presented at the end of ten or twelve hours of incessant activity, and—may we not truthfully add?—anxiety.

Surely, if our country finds it necessary to appropriate vast sums of money to provide qualified teachers in our public schools, in the Philippines, in Porto Rico, demanding that they shall be normal school or college graduates with one or two years' experience, we are not unreasonable in asserting that no schools exist that have greater need of the freedom in selecting instructors, and the arrangement of courses that salaried service allows, or of experienced teachers that the essential theory may be given with a minimum waste of time.

To confront institutions hardly able to meet their present expenses, and in many instances carrying a heavy debt, with a proposition for salaried instruction seems futile, but *the first and most important step towards the attainment of any object is an appreciation of its need*. If only forty per cent. of the schools have courses in dietetics and only thirty-two per cent. in massage, the fact remains that such courses, in nearly all cases, have been introduced within the last five years, that they require a special appropriation, and in some way the necessary sum has been obtained.

The provision by the hospital of the uniforms and text-books, instead of the monthly sum for that purpose, permits of a surplus sufficiently large to be of great assistance. A number of schools, as we know, have adopted this method, some even for years. Its universal adoption would do away with the difficulties now attending it. It is the need that the nurses have felt of theoretical instruction that forced the instruction; it is their appreciation of the value of thorough preparation for the many branches of the profession that will lead them to prefer the school that offers it, let the other conditions be what they may.

That problems very difficult of solution await us in the future we are only too well aware, but the introduction of salaried instruction into our schools is one that we feel confident will be solved. Not only is its need too apparent, but the interest in all educational advance is too widespread not to touch schools whose importance the public cannot fail eventually, and are indeed already beginning, to appreciate. Surely,

members of the community whose need is felt in the homes of the wealthy, in our city tenements, in our country districts, in the inspection of our schools, in our army, and as administrators and instructors in our institutions, are a power and an influence whose education, both general and professional, should be of the broadest order that they may be ready to meet the demands made upon them.

What is our experience but a height from which we should be able to discern more clearly what the requirements of the future will be? Is it not, therefore, for us, into whose hands their guidance has been placed, to make unceasing efforts to obtain for our pupils such thorough and systematized instruction that they may enter the many fields that await them, demonstrating that every detail of nursing is an art, and that not only is the profession a noble calling, but in every sense a science?

DISCUSSION.

Miss Alma C. Hogle, of the Somerville Hospital, Massachusetts, said:

“One year ago we extended the course from two years and a half to three years. We then wished to give our pupils a better theoretical and practical course of instruction and to point out to them that a higher standard of proficiency, more nurse-like qualities, and greater ethical responsibility would be required. These efforts met with varying degrees of success.

“What subjects to be taught, how extensively to cover them, whether to engage paid instructors, and how to do so on a moderate income were the questions to be considered.

“Finally, we concluded to take up more thoroughly the subjects of anatomy and physiology, to introduce one new subject, psychology, and to engage instructors on a salary.

“It was more or less of an experiment, and in trying to accomplish our purpose we found ourselves confronting a problem. Among other suggestions was one that some young doctor who had recently graduated might be engaged for a nominal sum, or some student who was putting himself through college by tutoring. This seemed too experimental. We finally appealed to the president of Tufts College, with which we are more or less connected because of an agreement by which the hospital takes care of the college students when they are ill. This appeal resulted in the engagement of two instructors from the faculty of the college. They have proved most satisfactory.

“From November until April we have had one lecture each week of three-quarters of an hour, with a fifteen-minutes' quiz. In addition,

the class was given a number of questions to write upon each week, the nurses being put upon their honor to do this without the aid of textbooks or lecture notes. This worked admirably.

"We were fortunate in having a most excellent teacher, who not only held the interest of his class, but inspired it with an increased zeal in study which has been most gratifying.

"We had six lectures on the subject of psychology which were of necessity elementary. We feel, however, that the pupils must have a better understanding of the mental attitude of the patient towards the nurse and of the tremendous bearing of psychology on physiology.

"We paid for the course twenty-five dollars, and for the one on anatomy and physiology fifty dollars. We realize, however, that these two instructors came partly in the spirit of philanthropy.

"We have had the customary instruction in massage and invalid cookery, paying fifty dollars for each course of ten lessons. I may add that we tried to give the nurses their study hour in the morning in so far as it was possible without interfering with work in the wards."

Miss Dolliver reported that the Massachusetts General Hospital has had paid instructors for four years, the salary being three hundred dollars. Two medical instructors take the pupils through the first and second years in anatomy, physiology, and materia medica, and all instruction in subjects pertaining to the medical and surgical care of patients is given clinically. This leaves for the third year a limited number of special subjects upon which lectures were given gratuitously by specialists. There is no comparison in this with the old system. The instructors are comparatively young men.

Miss Palmer suggested that there would seem to be a field for the graduates from the Course in Hospital Economics in this sort of teaching.

Miss Nevins endorsed the suggestion as an admirable one.

Miss Ellis agreed with Miss Goodrich in her statement that the non-payment system had little to do with the number of applicants in small hospitals. She thought most women applying wanted the assurance of the best nursing education, also that the effect of the admission fee of twenty-five dollars, with ten dollars for books, had raised the tone of the schools.

Miss Ellis thought in regard to paid instructors that it was very necessary that nurses should do that teaching, even to the clinical instruction.

Miss Nutting said that where the pupils paid a tuition fee it simplified the matter of instruction very greatly for the superintendent. She could say that nurses are paying for instruction and they must

have it; that paid instructors are prompt, never postpone for pleasant engagements, and that gradually one subject after another was being brought into line at the Johns Hopkins.

SOME RESULTS OF PREPARATORY INSTRUCTION

By M. ADELAIDE NUTTING

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IN a paper upon the "Preliminary Education of Nurses" written a few years ago attention was called to the curious fact that although the status of a profession was claimed for nursing, yet our methods of teaching nurses and conducting the work of training-schools in this country was strikingly unlike the methods of teaching in other professions. It was shown that the custom was universal of placing pupils on entering a training-school at once at the practical duties of their work in the hospital ward, leaving instruction in the principles upon which such practice was based to come at any convenient period at a later stage in their career.

An attempt was made to show that in other professions instruction in fundamental general principles always, in all instances, preceded any practical experience; that in medicine, law, theology, or in the applied sciences it was recognized that work was governed by certain principles, and in these principles it was necessary that each student should be carefully instructed; that he should, in fact, master them before he could with benefit handle actual conditions of work or life—in other words, he must have certain knowledge before he could apply it.

It was stated that these various professions of law, medicine, or the applied sciences were no one whit more important to the community nor to the individual than nursing, and not more unlike nursing than unlike each other, and that if it had been found necessary to adopt in them certain general methods of teaching, which had been accepted in all of them and were looked upon as essential in order to obtain effective results, then our methods were clearly wrong, and we ought at least to consider carefully whether or not theirs were applicable to our own particular work.

It was further shown that while such views of the subject might be new to us, they were not new elsewhere, but had been a matter not only of consideration, but of actual experiment, in other countries; that in Glasgow, London, and Dublin the methods above outlined had to some